

2015 FGNA Feldenkrais Practitioner Profile

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Directing Your Progress

This Feldenkrais® Practitioner Profile (FPP) will become the basis for Competency-based certification for graduates of Feldenkrais training programs. The FPP will define and codify the knowledge, skills and abilities that a competent graduated student of a Feldenkrais Professional Training Program (FPTP) is able to demonstrate. It is designed to be used by Feldenkrais students, their mentors and Trainers. It may be introduced at any point during a Feldenkrais Training Program along with the essential skills of Self and Peer Assessment. In combination, these tools may be used as an ongoing reference in order to:

- Develop training curriculum and pedagogy by Trainers
- Strengthen the relationship and communication between teachers and students
- Guide students toward self-directed learning
- Provide a means for each Feldenkrais student to discover strengths, skills, possible directions and sources of growth
- Promote a richer exchange of experiences among prospective practitioners
- Serve as guide for mentoring
- Provide a mechanism for quality assurance
- Create a deeper sense of self-reliance in the community
- Raise awareness for community collaboration
- Provide a reference for those involved in offering basic and continuing education in the Feldenkrais Method
- Provide a reference for regulatory purposes, which may be used by practitioners and guilds/ associations

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Normal development in general is harmonious. In development the parts grow, improve and strengthen in such a way that the whole can continue toward its general destination. And just as new functions appear in the course of a child's harmonious development and growth, so do new powers appear in any harmonious development.

-Dr. Moshe Feldenkrais, Awareness Through Movement, p.51

Introduction

The Feldenkrais Method assumes that human beings have transformational potential and that all people, regardless of their age or condition, have the ability to learn. At the core of the Feldenkrais Method is a fluid and dynamic state of mind that fosters a process of inquiry rather than one that seeks to define solutions. This Feldenkrais Practitioner Profile is an attempt to define and codify competencies that are already being taught in Feldenkrais Method training programs, without producing a static description of our highly fluid and dynamic method.

The authors of this Feldenkrais Practitioner Profile for FPTPs set out to find superlative methods for supporting the development of students in their journey to become professional Feldenkrais practitioners. We have researched and reviewed information on competence assessment and educational development. We came to the conclusion that reflection^{□1} is the necessary element for all growth, development and learning. In educational programs, imparting knowledge and developing skills are necessary, but not sufficient, for all that we want to accomplish.

This profile is an articulation of the process undertaken by the authors and a compilation of conclusions. We believe it has great relevance for Feldenkrais Method training programs that lead to professional practice. It is a first approximation of creating an educational environment in training programs that will enable students, not only to develop minimum competence in identified areas necessary for our profession, but to aim for what Donald Schön (1987) dubs as artistry.

"...-there are some people in every profession who become truly outstanding practitioners. These practitioners are not described as having more professional knowledge than peers, but are described as wise, talented, and intuitive, more

^{□1} One hundred years ago, John Dewey published "How We Think." In this book Dewey describes reflection as including, "a) a state of perplexity, hesitation, doubt; and b) an act of searching or investigation directed toward bringing to light further facts which serve to corroborate or to nullify the suggested belief." (Dewey, 1910. p.9)

aptly, artists. We want to help our students, and ourselves, seek wisdom and maturity in a context where reflection is integrated, planned and evaluated.

The high bar for professional competence is artistry, and we need to carefully examine the path to achieve it. Schön (1987) argued artistry is teachable and not just for the fortunate. An artist is an outstanding professional, who, faced with an unusual circumstance, novel situation or ambiguous area of practice, goes beyond the basic knowledge, technical and applied skills, and learned values and becomes a creative, innovative problem solver. This ability is based on knowledge, skills, attitude/values and experience, but also moves beyond them. Artistry requires ability, when faced with something unexpected or not-yet learned, to think about what one is doing as one is doing it (reflection-in-action), and to be able to create solutions when there is no clear right answer. " (Lewis, Virden, & Smith Hutch, 2011)

The real essence of developing artistry and the heart of the creative process is being able to cultivate an attitude of not-knowing, literally, learning how not to know. The explorations that this kind of learning evokes are based not only on a cognitive or intellectual inquiry, but on somatic action and interaction, a way of cultivating curiosity, wonder and exploration.

We are interested in developing self-regulated, self-reflective learners within the broader goal of artistry. Self-regulated learners assess their own behavior in terms of their goals and are able to adequately reflect on their development. This process enhances student satisfaction, motivation to improve, optimism, and the likelihood of becoming a life-long learner.

Defining specific competencies is a paradigm shift in the world of Feldenkrais Professional Training Programs. The goal of this shift is to develop a learning community that supports artistry, excellence, and professionalism in practice.

Process and History

From the earliest days of Feldenkrais Training Programs, practitioners expressed an eagerness to define what competent Feldenkrais Practitioners know and are able to do. This discussion was intense following the Amherst Training, and in 1984, a Professional Advisory Committee met in Tel Aviv and drafted a one-page summary describing the skills of a new graduate. (Appendix 1)

Between 1987 and 1989, The Feldenkrais Guild engaged deeply with the issue of certifying Feldenkrais practitioners, as well as the certification of trainings, and the organizational structure required to support both. This discussion was complicated by the concurrent debate about whether to maintain the service marks. What became clear was that in order for the Guild to continue to hold the service marks, there had to be standards for both trainings and for the certification of practitioners. The Guild also had to demonstrate that it was committed to ensuring these standards. In 1992, The Feldenkrais Guild adopted the Standards of Practice for all members of The Feldenkrais Guild.

Earlier, in 1989, the Feldenkrais Guild had resolved to begin actively certifying Feldenkrais trainings, while the certification of graduates remained conditional on the recommendations of the Feldenkrais Trainer. The Guild maintained more of an administrative role in the Certification process for practitioners who agreed to abide by the Standards of Practice. Hence, graduation became synonymous with certification, as long as the Trainer approved and the proper application forms were signed.

Internationally, discussions about the knowledge, abilities and success of Feldenkrais practitioners were also ongoing. From the beginning of the International Feldenkrais Federation in 1992, member Guilds expressed concern about the real problems for practitioners of getting started and practicing the Feldenkrais Method. The first response of the IFF was to initiate the IFF Training Survey. Four hundred and twenty two practitioners participated in this survey. One surprising discovery was that a large majority of practitioners favored structured post-graduate education or supervision as part of the training process.

The next phase of research focused on how practitioners define success and become successful. First, in 1996, the FGNA interviewed 55 randomly selected

practitioners and later, in 1997, the IFF guild representatives interviewed 70 “successful” practitioners about success. There was a separate survey of 18 trainers as well. Practitioners in these surveys acknowledged the difficulty of setting up practice, and many of them attributed their success to learning from their ongoing practice and studying with their peers as well as studying other relevant topics such as anatomy, business, and communication skills. This raised questions about what other factors, in addition to the Method itself, might be important in developing successful practitioners.

FGNA, in response to the expressed interests of its membership passed the following motion at the 1997 Annual Meeting:

“It is moved and seconded that the Feldenkrais profession be moved towards a more competence-based certification standard and that the standards for graduation from training and for certification be reviewed to include more attention to competence and to requirements which must be met for professional status.” (1997 Feldenkrais Guild Annual Report, p 13)

The international community also took action on this issue. Multiple groups focused on the complex aspects of separating graduating from certification, evaluation, and competency. In 2001, the IFF Academy was founded and a competency team was established. The International Feldenkrais Federation Competency Profile was released in 2008, and FGNA adopted the IFF Profile later that year. The IFF Profile is a comprehensive description of what a competent practitioner with five years of experience knows and is able to do. It is also a wellspring of ideas for competency-based certification

In February 2012, the FGNA Board of Directors formed the Task Force for Separating Graduation from Certification for the purposes of:

- Identifying the issues that need to be addressed
- Proposing a model that would certify practitioners beyond graduation from a Training Program

The Task Force agreed to a two-phase program. First, create a Feldenkrais Practitioner Profile, and next, create a proposal for an Assessment Process based on the new Profile, one consistent with the fundamental Attitudes and Values of the Feldenkrais Method.

Materials from the Australian EPCP, the IFF Competency Profile, the Standards of Practice, and the Code of Ethics were used as resources.

The Task Force gave a great deal of consideration to items that are not typically taught in Training programs and yet are essential skills for a new practitioner. For instance, the basics of business practices may not be covered in a Training program, and yet this knowledge is necessary for students who wish to become successful practitioners. Similarly, there were some competencies that are essential for some new practitioners, but are not practical to assess, for example Competency 1.3 Working in other Professions. All these categories of skills were included in this Profile.

As the Task Force worked to streamline and organize the material, the profile of a competent beginning practitioner began to emerge. Simultaneously, potential assessment methods also became apparent. The relationship of the Feldenkrais Practitioner Profile and the Assessment Proposal revealed itself, much as a Functional Integration lesson does.

What is competence?

The widely varied backgrounds, experiences and activities of practitioners around the world are reflected in this profile. Practitioners “do” Feldenkrais as a profession in private practices, clinics, schools and businesses. They teach classes, give Functional Integration lessons, run businesses and more. Practitioners also embody the Method in their life choices and personal development. It is out of this rich substance that both the IFF Competency Profile and this Feldenkrais Practitioner Profile evolved.

Competencies don’t come out of the blue. In order to act competently, one needs resources. Resources consist of everything one has experienced, knows and can do. Naturally, practitioners start out with widely varied resources. Each student enters a Feldenkrais training program with a different personal and professional background, offering expertise in a wide variety of fields. A training program might include scientists, artists, health care workers and retirees. There may be extroverts and introverts, and people who are good at building human relationships as well as those who prefer to work things out on their own. Regardless of their background, each person begins his or her training with a deep well of knowledge, abilities, and experience or situational memories.

While in training, students add to their reservoir of resources. New material is experienced and filtered through the treasury of knowledge and wisdom that the student has brought to the program. And although during one training program every student receives the same materials and is taught the identical curriculum, each practitioner graduates with a unique set of resources. As practitioners, each new situation presents an opportunity to integrate old and new resources. ***Competency is the ability to mobilize and focus the resources necessary to act successfully in a given situation.***

The Dreyfus continuum model is used fairly widely to provide a means of assessing and supporting progress in the development of skills or competencies, and to provide a definition of an acceptable level in the assessment of competence or capability. The five stages of the continuum are from novice to mastery. At the end of Feldenkrais Professional Training Programs we expect students to be able demonstrate Dreyfus’

third level of ability, which he describes as competence, in the domains pertinent to beginning a professional practice. (Dreyfus & Dreyfus 1980)

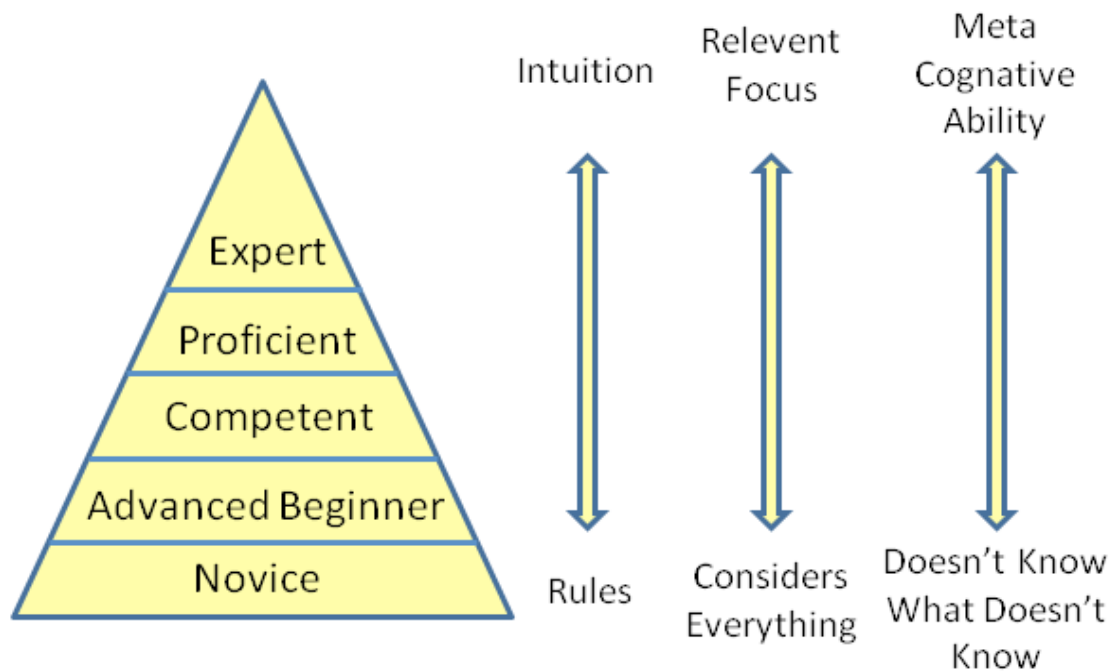


Figure 1. Dreyfus Model by Andy Hunt

Acquiring competency is a process. It is the intentional act of gathering and synthesizing meaningful information, formulating a plan based on that information, taking action according to the plan, reflecting on the outcome and then making another plan. This process may happen a dozen times before a lesson begins, and a hundred times during a lesson. In this profile that process is called ***Competence in Action***.

Cultivating competency can be as comfortable as the process of an Awareness Through Movement lesson, and is deeply consistent with Feldenkrais Attitudes and Values. This Feldenkrais Practitioner Profile is meant to be a guidebook for tracking and planning professional growth. It is meant to help one evolve over time. Some may choose to use the process daily. Some may enjoy a re-mapping once every training segment. Some may choose to journal their way through their development. Some may choose to create partnerships or groups for support and discussion.

Attitudes and Values

During the San Francisco Training, June 20, 1977, Dr. Moshe Feldenkrais said:

"...To be able to, ..., give each person in each session what they need and would like to have even if the person does not know that he needs it. The person may only know that he is in pain or that he doesn't like himself. It doesn't matter if he doesn't like himself. What is important is that you get the person to begin to love himself, not just like himself. If you achieve that, you are worth your weight in diamonds. If you take a person who hates himself, has no confidence, and make him feel that he can love himself. He feels he can begin to rely upon his own self and begins to have self-confidence enough to stand on his feet. Well, who can do that? No politician, no millionaire can. You can't buy that for money. Yet, you may be able to do it and that means that you are richer than any of those. And, a very funny thing. Wherever you go in the world, you will find that you are needed, without exception."

Underlying the knowledge, experience, and situational memories that synthesize into competence, there are Attitudes and Values that are fundamental to Feldenkrais practitioners and are reflected in their interactions with clients. These Attitudes and Values infuse every aspect of a Feldenkrais practitioner's professional life and include:

- Being present
- Learning how to be gentle with and care for oneself
- Respecting the individuality of human beings
- Maintaining the highest ethical and professional standards as stated in the national codes of conduct
- Communicating clearly
- Recognizing the potential in all human beings
- Orienting to the process of learning and doing rather than working towards a goal
- Creating situations in which client(s) are motivated to learn
- Initiating exploration of self-organization, self-perception, self-image and learning to learn to become self-determined
- Respecting that clients are responsible for their own learning processes
- Preserving professional relationships
- Respecting and accepting the dynamics of client/practitioner relationships
- Engaging in ongoing self-reflection
- Valuing life-long learning
- Appreciating and supporting the potential for creativity, authenticity, flexibility, curiosity, openness

Organization and Structure

The following is a description of the competencies that a graduate of a Feldenkrais Professional Training Program (FPTP) and prospective practitioner will be able to demonstrate in order to be certified by the Feldenkrais Guild of North America.

Competency is the ability to mobilize and focus the resources necessary to act successfully in a given professional situation.

This Graduate Practitioner Profile groups these ***professional situations*** into three areas:

1. Feldenkrais Learning Applications

Self-Organization, Working with Individuals, Working with Groups,
Working in Other Professions

2. Professional/Personal Development

3. Practice Management

Each Competency includes:

- **Overview:** a high level description of the competency
- **Competence in Action:** a description of the process that a practitioner uses in that specific professional situation in order to mobilize and focus the resources necessary to act successfully
- **Resources:** a detailed list of the resources, i.e. the “knowledge” and “abilities” required for that competency

"Moshe set a high standard for self-organization through his demonstrations of sitting while teaching and how he supported himself while giving Functional Integration lessons."

- Jeff Haller, 2014

Competency 1.0 Self-Organization

Self-Organization is primary. Through Self-Organization a greater capacity for sensing, feeling and learning emerges and therefore affects comfort, ease, and efficiency. As Self-Organization improves there is a refinement of self-image, evoking a clarity of movement and its relationship of self, environment and function. This profoundly influences the learning environment.

Competence in Action:

Research

Note encounters involving difficulty with lesson clarity, client response, effort, discomfort, awkwardness, fatigue, or imprecision in one's own support and movements as well as in relation to clients' movements. Seek out habits of attention and action.

Research upcoming learning opportunities for improving Self-Organization, as well as Awareness Through Movement lessons, Functional Integration, mentoring and peer assessment opportunities. Identify and allocate the required resources (e.g. time, money, teachers).

Plan

Shape a learning plan to develop effective strategies for monitoring and improving Self-Organization.

Take Action

Apply oneself to the learning plan. Integrate new knowledge into daily function as well as into one's Feldenkrais practice.

Reflect

Assess changes in one's own comfort, ease, and clarity. Identify other areas of difficulty. Adjust the learning plan appropriately to refine improvements.

Resources

1.0 Conceptual Knowledge

Feldenkrais practitioners:

- Have an internalized reference for the principles and concepts of the Feldenkrais Method
- Recognize
 - that human beings are self organizing
 - that as one comes into contact with a client, a single system is formed
 - that improving one's self-organization for either personal or professional reasons has a positive impact on oneself and on client outcomes
 - that undertaking Awareness Through Movement and Functional Integration potentially refines one's capacities to sense, feel, move, think, create, and understand complexity
- Know
 - that one's self-organization influences the client
 - the effect of contact that is supportive, non-invasive, and non-corrective
 - how the use of voice, word choice, imagery, body, presentation and presence can encourage a supportive environment for learning
 - the principles of biomechanics (e.g. ground forces, leverage, axis of rotation, center of gravity, moment of inertia, stability and mobility)
 - that improving an aspect of a system is likely to influence the whole

1.0 Conceptual Abilities

Feldenkrais practitioners are able to:

- Discuss and describe to others what his/her thinking was during a Functional Integration and/or Awareness Through Movement lesson
- Engage in self-observation, self-reflection, self-direction and differentiation of oneself from another
- Utilize their own embodied understanding of the Feldenkrais Method to inform their Awareness Through Movement and Functional Integration teaching

1.0 Self-Observation Knowledge

Feldenkrais practitioners:

- Know
 - how attending to self refines sensing ability
 - their own habits of attention and action
 - their personal learning styles
- Recognize when they are more or less efficiently organized as reflected by
 - their own sense of comfort, ease and well being
 - the behavior and/or responses of the client(s)

1.0 Self-Observation Abilities

Feldenkrais practitioners are able to:

- Attend to themselves by routinely assessing Self-Organization, both as a foreground and background activity
- Attune their own attention by attending to
 - sensing their own length, width, volume and support
 - noticing their own attitudes
 - experiencing their own emotions
 - operating within a range of greater ease
 - reducing effort
 - adjusting breathing
 - improving balance
 - adjusting quality of touch
- Routinely assess the client(s) responses to shifts in client(s) or one's own Self-Organization

1.0 Self-Regulation Abilities:

Feldenkrais practitioners are able to:

- Prepare themselves earnestly
- Alter Self-Organization appropriately (e.g. patterns of thinking, posture/acture, breathing, gaze) in order to
 - improve their own sense of comfort, ease and well being
 - heighten their own sensory acuity
 - more accurately discern differences (i.e. in muscular tone, directional preference, ease of movement)

- mesh their own movements with the easiest directions in which the client moves
 - respond to the client(s) behavior and/or responses
 - heighten the client's sensitivity
- Adjust their own organization, relative to
 - presence in the moment
 - the safety of the client(s)
 - effective use of ground forces
 - capacity to access power through the pelvis
 - maintaining center of gravity over the base of support
 - maintaining readiness to move in any direction
 - capacity to make transitions through space
 - reversibility
 - minimizing moment of inertia
 - level of resistance
 - staying within the range of possibility and ease
 - balance, equilibrium, and maintaining proportional distribution of tonus
 - their own skeletal support
 - functional contact with the client
 - effective breathing
 - accurate orientation
 - timing and pacing
 - modulation of volume, rhythm, rate and intonation of voice
 - maintaining freedom of their neck and head
 - Adapt their position to the needs of the client(s) and the lesson
 - Communicate effectively, *verbally* and *non-verbally*
 - use voice, language, body, presentation and presence in relation to the client(s), to encourage a supportive environment for learning

Competency 1.1 Working with Individuals

When working with individuals, Feldenkrais practitioners facilitate specific kinds of learning. The learning process is guided verbally and/or non-verbally through touch. By conversing with the client, the practitioner elicits, clarifies and contextualizes the client's needs and wants. The practitioner takes into account indications of the client's changing self-image. This all stimulates a new awareness on the part of the client for his/her own actions and functioning. This experience potentiates new ways of acting which, ideally, can be integrated into daily activities in an organic manner.

Competence in Action:

Research

Use all senses to learn about the client(s) functional movement. Gather impressions and ideas concerning the client's needs, expectations and potential for learning and development.

Plan

Form and modify a working hypothesis. Explore movement options creatively. Prepare the learning environment to suit the needs of the client and the chosen theme, for example through choice of position, quality of touch, client comfort, etc.

Take Action

Create and accompany learning situations through questions that lead to self-observation and self-correction and by offering supportive and novel movement options. Help the client to experience himself/herself, through sense of touch and movement, through non-verbal and verbal communication and through continuous feedback between action and response. Work together with the client toward functional change using client's feedback to determine the effects of the interaction. Perceive, together with the client, qualitative changes in breathing, expression, and movement, while periodically changing focus (e.g., narrow vs. broad, differentiated vs. undifferentiated).

Reflect

Evaluate working hypotheses on an ongoing basis. Observe rhythm and timing structures of the lesson. Through observation and dialogue, gauge changes in the client's kinesthetic awareness, self-image and self-use. When appropriate, offer the client the opportunity to reflect on the session.

1.1 Conceptual Knowledge

Feldenkrais practitioners:

- Understand that
 - utilizing this list of resources in and of itself does not constitute a Functional Integration lesson
 - Functional Integration is a hands-on form of interactive kinesthetic communication and that a lesson emerges for and from both the practitioner and the client
 - Feldenkrais lessons address the biological necessity of movement (i.e. self-preservation, self-protection, orientation, anticipation, pleasure)
- Are cognizant of the interdependency and integration of acting, sensing, thinking, and feeling
- Appreciate the difference between acquiring a particular skill and developing more efficient and intentional action
- Know
 - that an important form of learning is discovering multiple ways of doing the same action
 - the importance of teaching a functional theme, in a variety of orientations
 - that improving an aspect of a dynamic system is likely to influence the whole
 - the importance of novelty
 - that Feldenkrais lessons are designed to evoke a shift in the client and their relationship to their environment
 - the principles of biomechanics (e.g. ground forces, leverage, axis of rotation, center of gravity, moment of inertia)
 - the effects of different qualities of touch and movement (i.e. slow, gentle, quick, light, informative, directive, supportive)
- Are familiar with
 - Feldenkrais' books and articles
 - human, child and movement development
 - the principles of perception (e.g. the Weber-Fechner law)
 - functional and surface anatomy
- Use the skeleton as a primary reference
- Understand stability and mobility
- Recognize the value of mistakes in the process of learning

1.1 Conceptual Abilities:

Feldenkrais Practitioners are able to:

- Create a learning environment that provides for a sense of safety, curiosity and an appropriate level of challenge
- Develop a line of inquiry for a lesson or a series of lessons which may include a variety of orientations
- Distinguish between solving a problem and evoking a response designed to create a new way of thinking, feeling, sensing and acting
- Facilitate a lesson by responding to changes in the client
- Help the client understand how he/she organizes for action
- Support and/or interrupt the client's habits and patterns in order to promote learning
- Use touch and movement to propose more effective functional motor patterns
- Establish the possibility of moving in any direction without preparation
- Employ a variety of communication strategies to enhance rapport, spontaneity, creativity, improvisation and presence
- Craft the lesson to avoid injury
- Support the client(s) in learning how to care for themselves
- Invite the client's self-observation
- Navigate interpersonal dynamics

1.1 Observational Knowledge

Feldenkrais Practitioners:

- Recognize
 - the qualities and characteristics of efficient action
 - when the student is supported
 - when quality of action improves
 - when function becomes more integrated
 - the indications that the client may be unreceptive or confused
 - the indications that the client perceives the contact or proposed change in action as acceptable or not
 - how and when to change or end the lesson

1.1 Observational Abilities

Feldenkrais practitioners are able to:

- Use their senses to listen actively
- Refine their sensitivity to better observe distinctions
- Recognize how the client is moving in a variety of ways, such as
 - Simulating the client's movement as a means to understand the client's organization.
 - Perceiving the dynamic relationships between different parts of the body in any given movement
 - Noticing when a movement pattern becomes more or less differentiated
 - Noticing when a movement pattern becomes more or less integrated
 - Distinguishing between a more or less efficiently executed action
 - Perceiving the relationship of orientation and intention to action
 - Perceiving how the client supports his/her own movement
 - Sensing cross-motivation in the client
 - Perceiving extraneous efforts and how they interfere with intended actions.
- Detect
 - the most accessible patterns of movement relative to the function being explored
 - congruent/incongruent patterns of movement relative to the function being explored
 - changes in muscular patterns, skeletal configurations, respiration, and autonomic nervous system signs in both him/herself and the client
 - qualities and changes in patterns such as flow, direction, pressure, force, muscular effort, magnitude.
- Sense
 - the level of input a client can receive
 - when a client needs to rest
 - when a rest is complete
 - when a lesson is complete

1.1 Action Knowledge:

Feldenkrais Practitioners:

- Know
 - how to transition between conversation and touch
 - the effects of various qualities of touch and movement(i.e. slow, gentle, quick, light, directive, supportive)
 - that exploring movement in an easy direction encourages the possibility of movement in the opposite direction
 - when to use imagination to enhance learning
 - when to educate the client about Feldenkrais concepts and models (e.g. organic learning, self image, function, differentiation and integration of movement)

1.1 Action Abilities:

Feldenkrais Practitioners are able to:

- Establish rapport and trust with the client, and recognize when it has not been established
- Respect the client's intrinsic timing
- Offer information and reassurance about the process a client is undertaking
- Interview a client to discover his/her intentions and viewpoint
- Create an appropriate context leading into the lesson
- Choose strategies, tactics and techniques congruent with the line of inquiry
- Engage in a series of Functional Integration lessons or Awareness Through Movement lessons, vary sessions of Functional Integration and Awareness Through Movement, or use them together (e.g. hands on guided Awareness Through Movement)
- Provide time before the lesson for the client to reflect on and report experiences from the previous lesson
- Educate the client about Feldenkrais concepts and models as the concepts become relevant (e.g. organic learning, self image, function, differentiation and integration of movement)
- Establish a position from which to begin
- Encourage clients to engage in ongoing self-reflection
- Clarify for the client how he/she is moving
- Provide constructive ongoing feedback
- Touch and move with efficiency and effectiveness
- Ask questions that invite curiosity

- Stimulate and guide the client's attention to sensory-motor possibilities within a function
- Operate within an easy range of movement
- Find the path of least resistance
- Employ
 - reference movements or observations to establish context for learning
 - reference movements throughout the lesson
 - appropriate play
- Explore relevant
 - movement patterns that may help the client learn a particular function
 - movement patterns in different orientations
 - non-habitual patterns
- Introduce
 - reversibility
 - movement variations
- Utilize
 - the client's learning style
 - differentiation and non-differentiation
 - auxiliary movements
 - oscillatory movement
 - rests and pauses
 - compression through the system
 - lengthening through the system
 - visualization and imagination
 - images, metaphors, stories and or analogy effectively
 - props and positioning aids effectively
- Change
 - the proximal-distal relationship (i.e. use the proximal to access the distal and the distal to access the proximal)
 - the client's center of gravity and/or base of support
 - the initiation of the action
 - the plane of action to access a movement
- Follow changes in quality and patterns such as flow, direction, pressure, force, muscular effort and magnitude
- Facilitate learning by applying constraints
- Make effective use of demonstration
- Regulate the intensity and duration of each lesson in response to changes in the client

- Reference:
 - previous lessons to inform the current lesson
 - elements and functions of previous lessons to highlight and assess progress
- Bring the lesson to a close by integrating the elements of the lesson into the “whole”
- Provide time after the lesson for the client to sense and recognize changes in their organization
- Help the client process the Awareness Through Movement/Functional Integration experience and relate it to daily activities
- Elicit feedback from the client about their experience with the lesson
- Advise the client how to optimize their learning over time
- Supply the client with relevant take home activities, when appropriate, to help optimize their learning over time
- Caution the client about any post lesson activities that might interfere with their learning and/or lead to injury
- Reflect on experience after each lesson or series of lessons and adapt future sessions accordingly
- Discern when to refer a client to another professional
- Engage with knowledge and abilities so that the emergent lesson leads to an integration that is more than the sum of the parts

Competency 1.2 Working with Groups

When working with groups, Feldenkrais practitioners use verbal instructions to provide a structured series of functional learning explorations involving moving, thinking, sensing and feeling. These lessons were inspired by Dr. Moshe Feldenkrais, DSc. Within a thematic framework, they guide participants to continually explore and differentiate movement options and support them to integrate these new experiences/options into their daily lives. In doing so, they direct the group's attention to those dimensions of the learning process which lead to improvement in the quality of people's lives.

Competence in Action:

Research

Learn about the expectations, needs and goals of participants. Assess the composition of the group in terms of experience, professions, age, abilities, limitations, etc.

Plan

Select Awareness Through Movement lessons appropriate to the theme, the composition of the group, the goals of the participants, and the time frame (e.g. weekly lessons, one-day workshops, weekend seminars).

Take Action

Shape the learning process during the lesson: concentrate on observations, topic, rhythm, time, and language.

Reflect

Ask participants to perceive changes during and after the lesson(s). Observe changes. Provide opportunity for participants to share their experiences. Lead group discussions as appropriate. Reflect on the teaching/learning experience and outcomes. Adjust teaching plan and style accordingly.

1.2 Conceptual Knowledge

Feldenkrais Practitioners:

- Appreciate
 - that Awareness Through Movement lessons provide a means by which new skills and abilities can spontaneously emerge
 - movement as an expression of the self-image
 - the qualities and characteristics of efficient action

- the difference between acquiring a particular skill and developing more efficient and intentional action
- Understand
 - that Feldenkrais lessons address the biological necessity of movement (i.e. self -preservation, self-protection, orientation, anticipation, pleasure)
 - that Feldenkrais lessons orient to the process of learning rather than working toward a goal
 - learning themes and meta-themes
 - stability and mobility
 - how external environmental factors may effect a student's learning
 - that improving an aspect of a system is likely to influence the whole
 - that the same functional theme may be taught in a variety of orientations
- Know
 - that an important form of learning is discovering many different ways of doing the same action
 - that decreasing effort increases sensing ability
 - that a lesson may continue to evolve for the student over time
- Are familiar with
 - sources of Awareness Through Movement recordings, videos, transcripts
 - human developmental sequences
 - group dynamics

1.2 Conceptual Abilities

Feldenkrais Practitioners are able to:

- Encourage a learning perspective
- Create a learning environment that provides
 - a sense of safety, curiosity and an appropriate level of challenge
 - an opportunity for a student to experience how his/her intentions become actions
- Introduce and outline the form and process of Awareness Through Movement lessons
- Use Feldenkrais concepts, models, as well as scientific, artistic, and cultural ideas to promote the learning process
- Distinguish between solving a problem and evoking a response designed to create a new way of thinking, feeling, sensing and moving
- Frame the students' comments and questions with Feldenkrais concepts and principles

- Teach a lesson or series of lessons that maintain the integrity of the lessons' intention, function, and the learning theme
- Teach lessons on the same functional theme in a variety of orientations

1.2 Observational Knowledge

Feldenkrais Practitioners:

- Are cognizant that the students' behaviors may reflect and affect their learning state
- Recognize what factors inhibit students' learning
- Recognize when a student needs support or adaptation
- Understand that the students' response(s) in a lesson informs the process of that lesson and perhaps subsequent lessons

1.2 Observational Abilities

Feldenkrais Practitioners are able to:

- Attend to individuals as well as to a group as a whole
- Recognize potential for improvement
- Simulate the students' movement(s) as a means to understand the students' organization
- Track the students' movement and affect through the lesson
- Observe similarities and differences in the way in which students engage in the lesson
- Recognize the students' orientation in space
- Notice students'
 - interpretation of the instructions
 - emotional, cognitive, and behavioral responses to instructions
 - response(s) to particular variations
 - left/right confusion
 - qualitative shift in movement
 - size of movements
 - speed of movements
 - sequence of movements
 - movements as they become more or less integrated
- Perceive
 - changes in muscular tone, attention, emotional tone, attitude and affect
 - the students' initiation of movements
 - congruity and cohesiveness of movement
 - parasitic movements
 - extraneous effort

- relationships between different parts of the body in any given movement configuration
 - the students' orientation to self or the external environment
 - the students' habits of attention
 - the students' habits of self-image
- Monitor students' ability to self-regulate, self-direct, self-motivate and self-care
 - Recognize when to ask student(s) to rest and when to resume movement

1.2 Action Knowledge:

Feldenkrais Practitioners:

- Know about the sources for equipment, props and supports
- Recognize how to create a context for learning

1.2 Action Abilities:

Feldenkrais Practitioners are able to:

- Access various sources of Awareness Through Movement recordings, videos, transcripts (class, workshop, training curricula)

Awareness Through Movement Lesson Development and Preparation:

- Choose an appropriate lesson or series of lessons considering
 - the composition of the group
 - the learning theme
 - the spatial requirements of the lesson
 - the constraints of the venue
 - the structure of the lesson
 - positions, orientations and relationships to be explored
 - alternative versions found in resource material
- Prepare the Awareness Through Movement lesson with safety in mind
- Identify the possible sensory cues
- Select appropriate Awareness Through Movement strategies, tactics and techniques
- Select an approach for ending the lesson

Awareness Through Movement Series Development and Preparation:

- Establish a functional theme
- Study and select lessons from source materials to create a series
- Sequence lessons in order to meet specific needs and skill levels of a given group
- Link lessons to create a series
- Select one or more reference movement(s) to return to periodically for noticing progress and learning

Leading an Awareness Through Movement Lesson:

- Establish one's own intention for the lesson
- Lead a group and take responsibility for group processes
- Interview class members effectively
- Establish the students' familiarity and experience with Awareness Through Movement
- Adapt
 - resource materials as appropriate to meet the needs or requests of student(s)
 - the starting position to the needs of the individual student(s)
- Establish the reference coordinates for orientation (up/down, front/back, right/left)
- Use props and supports effectively
- Attend to the environment of the room (temperature, lighting, noise)
- Attend to restrictive clothing, accessories, and scents
- Address external disturbances that impact attention
- Address inappropriate behaviors
- Introduce and establish an appropriate scan and/or reference movement
- Teach in a variety of ways (timing, rhythm, and learning strategies such as variation, limitation, change of perspective)
- Shift style, strategies, tactics, and emphasis based on observation of students
- Convey lesson content with clarity
- Use voice (enunciation, volume, intonation) and language (vocabulary, tempo) to enhance the students' capacity to engage in the lesson
- Communicate instructions that facilitate the students' learning related to
 - the self-referential nature of instructions
 - taking rests and why they are taken
 - comfort and discomfort
 - avoiding pain and strain
 - effort and the benefits of reducing effort (i.e. doing less to be able to sense more and make clearer distinctions)
 - guiding the students' attention to smaller and smaller details

- making fine distinctions between various trajectories of movement
 - benefits of moving more slowly
 - observed inhibitors of students' learning
 - behaviors that enhance learning
 - habits of thinking, moving and sensing
 - self-image
 - guiding the students to experience themselves kinesthetically and to make discernments out of that experience
 - guiding the students' awareness of their emotional, cognitive and sensory experiences during the course of the lesson
 - suspending goal-oriented behavior
 - discovering a pleasurable aesthetic quality in movement
 - sensing differences and perceiving whole, interconnected patterns in movement
 - assuming responsibility for their own well-being and safety
 - guiding the students to perceive changes in reference movement(s)
- Bring the lesson to a close by
 - creating the conditions by which the student(s) integrate the lesson into a whole activity
 - highlighting sensory distinctions and drawing attention to change by returning to the scan
 - revisiting the reference movement(s)
 - facilitating the transition from the floor, or other position, to being erect in gravity
 - guiding the student(s) to observe changes in the upright position
 - guiding the student(s) through the transition from the environment of the lesson to the environment of the "outside" world
- Complete the lesson in the time allotted
 - Respond appropriately and with empathy in cases of emotional and somatic urgencies
 - Observe students' movement and behavior post-lesson, recognize potential for improvement, use this to inform the next lesson

Competency 1.3 Working in other Professions

Feldenkrais practitioners may work predominantly in other fields (e.g. health and wellness, schools, management, music, dance, sports, and work with animals). Within those fields they use the Method to improve the emotional, intellectual, artistic, and physical abilities of their clients. They may also use the Method to improve the function and/or development of an organization. In whatever field, Feldenkrais practitioners use Feldenkrais ways of thinking, principles and techniques to inform and enhance professional abilities.

Competence in Action:

Research

Recognize situations in which a Feldenkrais approach could be beneficial.

Plan

Create a plan for integrating Feldenkrais elements, approaches and ideas into this professional field. Identify and allocate the necessary resources.

Take Action

Incorporate the plan into the primary profession. Maintain the integrity of Feldenkrais ideas while respecting both professional roles.

Reflect

Observe and reflect on the personal, professional and organizational outcomes of the plan. Adjust as indicated.

Resources

1.3 Knowledge

Feldenkrais Practitioners:

- Understand Feldenkrais principles and ways of thinking (see Appendix 2)
- Are aware of aspects of their profession which may be enhanced by Feldenkrais principles/approaches
- Know how the FGNA Standards of Practice and Ethical guidelines align with their professional field
- Are fluent in both profession-specific language and Feldenkrais-specific language

1.3 Abilities

Feldenkrais Practitioners are able to:

- Utilize the fundamental principles of the Feldenkrais Method
- Communicate Feldenkrais ideas to members of their professional field
- Adapt Feldenkrais principles, elements and techniques to their professional field
- Establish cooperative relationships with other professionals

Competency 2.1 Professional Development

Feldenkrais practitioners continuously expand and refine their professional knowledge, abilities and attitudes.

Competence in Action:

Research

Note areas of expertise and difficulty within one's Feldenkrais practice.

Research upcoming learning opportunities (e.g. advanced trainings, workshops, study groups, supervision, mentoring).

Plan

Shape a learning plan. Identify and allocate the required resources (e.g. time, money, teachers).

Take Action

Apply oneself to the learning plan. Integrate new knowledge into one's Feldenkrais practice and share one's experiences with colleagues.

Reflect

Assess changes in professional development. Adjust learning plan appropriately and identify more training and learning opportunities.

Resources

2.1 Knowledge

Feldenkrais Practitioners:

- Know that self and peer assessment are systems of quality assurance and help to improve the delivery of services to clients
- Know about methods of quality assurance specific to the professional field (e.g. FGNA Practitioner Profile, IFF Competency Profile, IFF Competency Workbook, workshops)
- Know how to research and choose pertinent advanced training opportunities and sources (association/guild, trainers, assistant trainers, colleagues, advanced training programs, IFF Academy, supervision)
- Are familiar with professional educational resources (e.g. journals, internet, books/publications, Feldenkrais trainers, IFF)
- Know about sources of information of other methods of somatic education

- Are familiar with cultural discourses (e.g. linguistic, philosophical, artistic, societal, psychological) which are foundational to the Feldenkrais Method and may impact one's professional development

2.1 Abilities

Feldenkraais Practitioners are able to:

- Reflect on their own work style
- Accept accountability for their work with individuals and groups
- Discover and recognize their own habitual tendencies by experiencing Functional Integration and Awareness Through Movement
- Develop
 - strategies for overcoming obstacles
 - new ways of acting
- Constantly define, refine and align to their own ethical base
- Initiate and participate in
 - *supervised* professional learning processes (e.g. Awareness Through Movement class, Functional Integration lessons, workshops, advanced trainings, visiting Feldenkrais Professional Training Programs)
 - *independent* professional learning processes (e.g. home study, study groups, using source materials)
 - professional learning processes in *allied* disciplines (e.g. arts, music, sciences, humanities, psychology, martial arts, technology, law, commerce, other methods of somatic education)
- Assess continuing education programs for relevancy
- Research pertinent resources for Awareness Through Movement lessons or other kinds of information that may inform or enrich future lessons
- Use movement experience and skeletal awareness to stimulate learning and integrate new knowledge into practice
- Evoke and utilize feedback from supervisors, mentors, and peers
- Prioritize items in a learning plan as well as the tasks needed to achieve professional goals
- Take action on learning plan tasks
- Continue to develop clarity in their interactions

Competency 2.2 Personal Development

Feldenkrais practitioners pursue self-development, learning and maturation. They cultivate their curiosity and direct their continuous self-development. Professional crises and developmental plateaus are appreciated as necessary and unavoidable stages of a successful developmental process.

Competence in Action:

Research

Appreciate the current stage of personal/professional development. Refine awareness of one's own cultural, intellectual, emotional, and professional roots. Notice when, where, and how one is struggling as well as experiences of confidence and ease.

Plan

Recognize one's own potential and identify areas and strategies for improvement and growth.

Take Action

Use Feldenkrais lessons/principles and/or other means to refine self-image and action potential, and pursue maturation.

Reflect

Assess and appreciate developmental changes and advances. Alter the plan to further develop potential.

Resources

2.2 Knowledge

Feldenkrais Practitioners:

- Know of various means for reflecting on their own actions (e.g. supervision, counseling, self-assessment)
- Are aware of personal strengths and weaknesses

2.2 Abilities

Feldenkrais Practitioners are able to:

- Open themselves to new learning experiences (e.g., accept being a beginner)
- Cope with uncertainty

- Demonstrate an understanding of the Feldenkrais Method
- Attend to movement, intentions, sensations, emotions, and thoughts
- Engage in introspection regarding thoughts, feelings, perceptions, and ideas
- Develop and maintain awareness of their own self-image
- Respectfully respond to their own physical, emotional and intellectual needs
- Use Awareness Through Movement for self-exploration and development
- Continue to integrate their own Awareness Through Movement and Functional Integration experiences
- Use the Feldenkrais Method as a practice to promote their own well being
- Search for new self-perspectives and question courses of action
- Utilize assistance such as supervision and counseling
- Consider “setbacks” as potential opportunities for learning
- Develop intentions for the future

Competency 3.1 Practice Management

Feldenkrais practitioners manage a practice as a professional business.

Competence in Action:

Research

Track governmental regulations pertaining to one's ability to practice. Know the standards of practice/ethical guidelines of the professional association/guild.

Plan

Define business goals (e.g. professional vision, budget planning and prioritization of tasks). Plan systems and allocate resources to run business efficiently (e.g. appointment scheduling, purchasing materials and housekeeping).

Take Action

Respond to correspondence and phone calls. Schedule and keep appointments. Execute administrative tasks. Purchase materials. Generate invoices, process payments, meet financial obligations.

Reflect

Review business status relative to goals. Adjust goals and business practices accordingly.

Resources

3.1 Ethics Knowledge

Feldenkrais Practitioners:

- Know the importance of confidentiality
- Understand that they are teachers of movement and awareness
- Differentiate teaching that is the Feldenkrais Method® as a system of learning from other methods and/or medical diagnostic approaches
- Are cognizant of the scope of their own professional expertise
- Understand that neither Functional Integration nor Awareness Through Movement requires the client/student to disrobe

3.1 Ethics Abilities

Feldenkrais Practitioners are able to:

- Comply with local, state/provincial and federal law

- Adhere to the FGNA Code of Professional Conduct
- Protect the confidentiality of any conversation with the client/student
- Limit activities to those that are within their professional competence
- Refer clients/students to physicians and other professionals as needed and/or indicated
- Keep the welfare and needs of the client/student as the priority of professional practice
- Respect the legal and civil rights of any person
- Create a safe environment:
 - avoid physical insult, injury, sexual misuse or harm to any person who may be considered as under one's professional influence
 - prevent unreasonable risk of causing harm to any individual being
 - maintain the professional relationship and the integrity of the lesson while touching the client/student in an appropriate manner
- Be honest in all dealings, professional and otherwise
- Do no fraud or misrepresentation in any business or professional activity
- Do no practice under the influence of alcohol or any controlled substance
- Cooperate fully in the event of any grievance, whether or not one is directly involved, i.e.
 - reasonably respond to inquiries
 - furnish papers and explanations as requested
 - follow the result of a Guild grievance procedure, as agreed
 - avoid interfering with the investigation of any grievance proceeding, (e.g. by misrepresenting facts or by threatening/ harassing any one involved)

3.1 Communication/Logistics Knowledge

Feldenkrais Practitioners:

- Know pertinent governmental regulations
- Know the standards of practice/ethical guidelines of the professional association/guild
- Understand
 - basic business principles required in operating a Feldenkrais class/practice
 - time management skills
 - basic hygiene
- Know about resources for equipment, props, and positioning aids
- Are familiar with local and professional association/guild resources for marketing assistance (e.g. marketing kits, web designers, workshops)

3.1 Communication/Logistics Abilities

Feldenkrais Practitioners are able to:

- Describe themselves as teachers of awareness and movement
- Clarify when one is teaching by the Feldenkrais Method and when one is not
- Provide the client(s) with information about their service such as
 - insurance provision
 - Code of Professional Conduct
 - Standards of Practice
 - ancillary services
 - details about their professional experience, expertise, and limitations
 - hours and location of service
 - fees, conditions of work, expected duration, and results
- Organize and schedule their own daily work
- Conduct basic business processes (correspondence, telephone contacts)
- Establish a class schedule
- Direct the design, production and distribution of their own promotional and informational material (e.g. printed material, brochures, flyers, handouts, websites)
- Enroll prospective client(s) in a class
- Establish the logistics of the session
- Select an appropriate venue
- Provide a physical space that is safe and conducive to learning
- Make premises and practice attractive for clients
- Seek assistance and/or supervision when necessary
- Express themselves effectively both verbally and in writing
- Be sensitive and appropriately responsive to cultural differences

Glossary of Basic Terms

Ability

Sensory-motor aptitude. One kind of resource described in this document.

Action

1 something performed, 2 deed, 3 an act that one consciously wills which may be characterized by physical or mental activity, 4 an exertion of power or force, 5 effect or influence, 6 way or manner of moving, 7 an event or series of events that form part of a plot

Attitudes and Values

The ways in which our profession assigns worth and importance to attributes and ideas. They provide the context for the interpretation and use of competencies and resources.

Auxiliary

1 subsidiary, 2 additional, 3 supplementary, 4 giving support, 5 serving as an aid

Cohesiveness

When the parts of the whole work or fit together well.

Competence in Action

The act of sorting, choosing and applying resources in a given situation, evaluating the response, and planning the next action. In this document each competency includes a description that reflects such a process.

Competency

The ability to mobilize and focus the resources necessary to act successfully in a given situation.

Conceptual

Concerned with the definitions or relations of the abstract or general ideas of some field of enquiry rather than with the facts.

Congruity

1 harmony of parts, 2 the quality of agreeing; being suitable and appropriate

Consciousness

The quality or state of being aware, especially of something within oneself

Differentiate

1 to perceive or show the difference in or between; discriminate, 2 to become distinct or specialized; acquire a different character, 3 to make different by alteration or modification, 4 to constitute the distinction between

Earnest

1 serious in intention, purpose, or effort, sincerely zealous, 2 showing depth and sincerity of feeling, 3 implies having a purpose and being steadily and soberly eager in pursuing it

Engage

1 to occupy the attention or efforts of a person, 2 to become involved

Extraneous

1 non-essential, superfluous, 2 not belonging or proper to a thing, 3 not pertinent or relevant, 4 introduced or coming from without

Facilitate

1 to make easier or less difficult, 2 to help forward, 3 to assist the progress of a person

Follow

1 move or travel behind, 2 go or come after someone to observe or monitor

Group Dynamics

1 the interactions that influence the attitudes and behavior of people when they are grouped with others through either choice or accidental circumstances, 2 the study of such interactions, 3 refers to a system of behaviors and psychological processes occurring within a social group (intragroup dynamics), or between social groups (intergroup dynamics)

Group Process

How an organization's members work together to get things done

Integrated

1 combining or coordinating separate elements so as to provide a harmonious, interrelated whole, **2** organized or structured so that constituent units function cooperatively, **3** To make into a whole by bringing all parts together; unify

Intention

1 the act or instance of determining mentally upon some action or result, **2** purpose, **3** meaning or significance, **4** the end or object

Kinesthetically

Sensed through bodily position, weight, or movement of the muscles, tendons and joints

Knowledge

1 facts, truth, principles, concepts, guidelines and definitions which can be interconnected in many diverse ways, **2** one kind of resource in this document

Learning Plan

A written strategy which reflects one's desires for professional development based on the discoveries one makes during self and peer assessment

Moment of Inertia

The mass property of a rigid body that defines the torque needed for a desired change in angular velocity about an axis of rotation. Moment of inertia depends on the shape of the body and may be different around different axes of rotation. For example, the closer a mass is to the center of rotation, the less force is needed to change acceleration. In a Judo throw, increasing an opponent's mass (through adding one's weight) increases his speed as he turns but decreases his experienced effort.

Orientation

1 the ability to locate oneself in one's environment with reference to time, space, and people, **2** one's position in relation to true north, to points on the compass, or to a specific place or object, **3** the ascertainment of one's true position, as in a novel situation, with respect to attitudes, judgments, etc.

Parasitic movements

Conflicting habitual movement patterns that interfere with clear actions

Peer Assessment

A discovery process which requires a partner. The partner listens attentively and asks careful questions in order to fill in details and/or shift focus as one person reflects on a competency and the related self-assessment. If that person requests, the partner may provide specific kinds of feedback

Presence

1 the ability to project a sense of ease, poise, or self assurance, especially before an audience, **2** a particular quality personal appearance or bearing

Principle

1 a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning, **2** (usu. principles) a rule or belief governing one's personal behavior, **3** a general scientific theorem or law that has numerous special applications across a wide field

Progress

1 movement toward a goal or to a further or higher stage, **2** advancement in general, **3** growth or development, **4** continuous improvement

Resources

The culmination of what one has learned, experienced and used to date. Resources include knowledge, abilities and situational memories. A resource can be applied in many different areas of activity.

Self-Assessment

A discovery process in which one reflects on a competency or group of competencies and the related resources and then writes about a situation which illustrates or demonstrates the use of this resource. This may include noting one's level of comfort and experience with it.

Self-care

The activities individuals, families and communities undertake with the intention of enhancing and restoring health and function. These activities are derived from knowledge and skills from the pool of both professional and lay experience. They are undertaken by lay people on their own behalf, either separately or in participative collaboration with professionals.

Self-direction

1 autonomy; personal independence, **2** a process by which individuals take the initiative, with or without the assistance of others, in: diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (M. Knowles, Principles of Androgogy, 1972)

Self-image

1 "...consists of four components that are involved in every action: movement, sensation, feeling and thought." (*M. Feldenkrais, Awareness Through Movement, p. 10*), **2** one's own idea of oneself or sense of one's worth, **3** the mental picture, generally of a kind that is quite resistant to change, that depicts not only details that are potentially available to objective investigation by others (height, weight, hair color, gender, I.Q. score, etc.), but also items that have been learned by that person about himself or herself, either from personal experiences or by internalizing the judgments of others

Self-motivation

1 motivated to achieve something due to one's own interest, **2** initiative to undertake or continue a task or activity without another's prodding or supervision
3 the ability to satisfy a desire, expectation, or goal without being influenced to do so by another person

Self-regulation

1 an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. **2** self-regulated learning (SRL) is learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. **3** self-regulated describes a process of taking control of and evaluating one's own learning and behavior

Situational Memories

The inner treasury of stories and memories, which may influence one's actions

Skill

The learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both

Strategy

A plan, method, or series of maneuvers for obtaining a specific goal or result

Tactic

An action carefully planned to support a particular strategy

Theme

1 a specific and distinctive quality, characteristic or concern, **2** the element common to all or most forms of a paradigm, **3** subject of discourse, discussion, meditation, or composition

Tonus

1 the continuous and passive partial contraction of the muscles,
2 the continuous and passive partial contraction of the arterioles

Appendix 1

1984: Professional Advisory Committee met in Tel Aviv and drafted a one-page summary describing the skills of a new graduate

Special Report on Certification

Professional Advisory Committee Minutes (page 65)

Dec. 16-18, 1984 Tel Aviv, Israel

(see Bonnie Humiston's comments on page 10 of *Keep In Touch*, New Year 1990)

Draft: By the end of the Feldenkrais Training Program the graduate will be able to:

- 1.) Present an ATM lesson as appropriate to individuals in a group. Specifically he/she will:
 - a) Know basic ATM lessons
 - b) Know developmental movement
 - c) Know how to organize an ATM lesson
 - d) Explore him/herself in movement in order to perceive motion in others
 - e) Demonstrate understanding of ATM as a learning process
- 2.) Give Functional Integration Lessons. Specifically he/she will:
 - a) Perceive and act upon feedback between student and teacher
 - b) Understand what is a function
 - c) Have developed sensitivity in his/her hands (awareness of what the hands feel of structure and function of parts that can and cannot be seen.)
 - d) Perceive how function relates to the individual in his environment.
 - e) Understand the dynamics of change (how people respond to learning)
 - f) Know how to organize a Functional Integration lesson
 - g) Learn by learning on self
 - h) Differentiate between range of movement and quality of movement
 - i) Know principles of physics, neuroanatomy and neurophysiology involved in the Feldenkrais Method as presented by Moshe
 - j) Recognize when an introduced segment of Functional Integration is sufficient within the lesson
 - k) Demonstrate understanding of Functional Integration as a learning process
 - l) Learn independent thinking
- 3.) Show ability to relate Functional Integration to Awareness Through Movement
- 4.) Verbalize minimal conceptual understanding of the Feldenkrais Method
- 5.) Show a heightened level of self awareness. Specifically experience meaningful experience in one's self
- 6.) Differentiate between a medical diagnostic approach and the Feldenkrais Method as a system of learning
- 7.) Be aware of intention behind one's actions
- 8.) Perform an initial interview that creates rapport with the individual and enhances the learning process
- 9.) Be aware of limitations of the Feldenkrais Method and one's self.

A separate list of objectives for the framework for year 3 and 4 was made and then incorporated into the above list of general learning objectives. This list is:

transform people's way of thinking
learn by learning on self
continued growth and development
personal evolution
increase self awareness
increase differentiations
know basic ATM lessons
make self discoveries
become creative
awareness of possibilities vs correcting
learn what to do and what not to do
know expectations of training program
know how to organize a lesson
explore self in movement in order to perceive motion in others
knowledge of developmental movement (regression)
know how to make an initial interview
knowledge of neurophysiology
develop creativity in other modes of interest
adapt precision in terminology

Appendix 2: Principles of the Feldenkrais Method

- ❖ **The Principle of No Principles:** *"... it is bad in Judo to try for anything with such determination as not to be able to change your mind if necessary..."* (M.

Feldenkrais, Higher Judo, pg. 94)

At times, principles guide one how to act. However, to perceive differently, one must act differently and to act differently one must learn how to do so. Therefore, principles may be used fluidly. Moshe's 'principle of no principles' so often misunderstood, as an admonition to eschew principles is rather, one principle amongst many to invoke when needed.

- ❖ **Balance/counter balance:** Improved balance is achieved when the center of the body mass is clearly organized above the base of support.
- ❖ **Breathing is free in activity:** Held or restricted breath is a manifestation of strain and effort while ideal movement is coordinated with uninterrupted and easy breathing.
- ❖ **Co-regulation :** the joining of two nervous systems
- ❖ **Differentiation and Integration are biological capacities**
- ❖ **Evenly distributed muscular tone:** No place works harder than any other place. A well organized person experiences lightness and ease in movement.
- ❖ **Every action has the components of manipulation, orientation, and timing.**
- ❖ **Force must travel through the joints, not across or around them in order to avoid shearing forces.** Soft tissue is available for action but is ineffective for support.

- ❖ **Good Action** is determined by the capacity of the person to move themselves in an efficient differentiated and coordinated manner.
- ❖ **Learning by doing:** Experiential learning is the process of making meaning from direct experience. Knowledge may be continuously gained through personal, exploratory interaction with the environment.
- ❖ **Mature behavior** is the ability to act spontaneously. A mature human responds to the environment and situations without compulsion. The response is effortless, making effective use of self, and allows the possibility of failure.
- ❖ **Learning means new means for action;** the ability to generalize what is learned under one set of conditions to another context.
- ❖ **Orientation is a biological necessity and is essential to all action:** Spatial relationships and coordination are determined by orientation.
- ❖ **Performance is improved by the separation of the aim (end, goal) from the means.**
- ❖ **Proportional distribution of muscular effort:** The big muscles do the big work and the small muscles do small work.
- ❖ **Reversibility:** the sequential character of a movement that enables one to stop or change direction at any moment without holding, falling or experiencing a moment of disturbance.
- ❖ **Support:** Support describes the equal and opposite forces generated from the surfaces with which one is in contact. External support (i.e. the ground, the chair) interacts with internal support (through the joints) to promote efficient and flexible behavior. The specificity of the support determines the quality of the outcome.

- ❖ **The carriage of the head serves to tonify the body.**
- ❖ **The nonlinear nature of change:** Differences in action or environment may trigger nonlinear changes. By varying the environment of familiar task demands, it is possible to destabilize postural habits and help new ones to emerge.
- ❖ **The skeleton affords ideal paths of action.**
- ❖ **There is no limit to learning and refinement.**
- ❖ **To correct is incorrect:** When working with self and others, force is not directed to create a specific outcome, rather one elicits the person's ability to self-organize.
- ❖ **Variation is key** for learning and adapting to novel conditions. Meeting the demands of a changing environment is a characteristic of a well-learned skill.
- ❖ **We act in accordance with our self-image:** This self-image—which in turn governs our every act—is conditioned in varying degree by three factors: heritage, education and self-education (Moshe Feldenkrais, DSc, *Awareness Through Movement*, p 72)
- ❖ **Weber- Fechner Law:** When effort is decreased, one can discriminate finer sensory changes, leading to greater potential for learning.
- ❖ **What is good posture?** The state from where a person is able to move in any direction, at any time, without hesitation or preparation. It is the absence of unnecessary muscular contraction. As a starting point for our movements and actions, posture, or more accurately “acture” dictates our movement potential.

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